

**POLITICAL SCIENCE INTERNSHIPS:
STUDENT GUIDE AND RESOURCE MANUAL**

COURSE PACKET FOR

POLS 5100

POLS 5101

POLS 5102

POLS 5110

POLS 5111

POLS 5112

POLS 5120

POLS 5121

POLS 5122

POLS 5130

POLS 5131

POLS 5132

Department of Political Science
The University of Georgia
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THE INTERNSHIP: AN INTRODUCTION

The Internship's Role in the Political Science Program of Study

The internship semester is an important part of the undergraduate program in Political Science at the University of Georgia. The primary purpose of academic credit given in conjunction with an internship is to provide students with an opportunity to integrate academic knowledge with experiences obtained in an operational setting. The internship experience also develops skills and knowledge needed to pursue a career in a political science field.

Ordinarily, the intern has a supervisor whose duties are cast in the mainstream activities of the organization and whose work represents what the intern might reasonably expect to encounter should he or she pursue a similar career. The supervisor may view the intern as an apprentice who is learning to perform the major tasks associated with the job at hand. In this way, the intern learns the organizational routine and benefits from the experience and expertise of the supervisor. The internship is also an academic learning experience with faculty assigned to supervise student interns' academic work, including an original research project and/or a series of analytical essays.

All internships undertaken for academic credit must be approved by both the host agency and the Department of Political Science. To be eligible for placement, a student must:

- (1) be in good academic standing (UGA GPA \geq 2.0).
- (2) have completed any required pre-requisite course related to the internship sequence. See your advisor for details.
- (3) have completed a minimum of 60 hours
- (4) Obtained an agreement with the sponsoring agency and finalized an MOU through the SPIA advising office.

ACADEMIC COMPONENTS OF THE INTERNSHIP

Students register for one to three courses during the internship semester: POLS 5100, 5101 or 5102; POLS 5110, 5111, or 5112; POLS 5120, 5121, or 5122; or POLS 5130, 5131, or 5132. Each course is four semester credit hours.

In calculating final grades:

- 5100/5110/5120/5130 are based on the agency supervisor's evaluation of the student's work performance (Satisfactory/ Unsatisfactory basis)
- 5101/5111/5121/5131 are based on a single research paper/ project (A-F basis)
- 5102/5112/5122/5132 are based on evaluations of a series of analytical essays (A-F basis)

As with all major courses, one must receive a grade of C or above to satisfy the major requirements in political science. If a student receives a grade of C- or lower on any internship course, it will not count towards satisfying the major requirements. Students will not be cleared to register for these courses until their advisor has received a letter of confirmation from the agency where the student plans to intern, verifying the student's placement and, if required, a agreement to the UGA Memorandum of Understanding (MOU).

Frequently, confirmations are not received until late in the term preceding the internship semester. Students, therefore, should not be concerned if they are unable to pre-register on the usual schedule.

As noted earlier, the University does not award academic credit for internship work alone. There are well-defined university requirements that constitute the basis for the academic credit you receive, including those associated with an internship. The following sections detail the nature of, and expectations for, each internship academic component. As you read through these sections, it should be apparent that these can time-consuming as students are working in agencies while also meeting high academic standards for analytical essays and/or a research paper.

THE ANALYTICAL ESSAYS (POLS 5102/5112/5122/5132)
(Four semester credit hours)

The grade for this course will be based on evaluations of 6 papers that represent analytical essays. The requirements for all essays are described below. Essays must be submitted at specified times during the term as indicated on the calendar of due dates for the internship semester in accordance with the timetable set by the faculty supervisor. Faculty supervisors will determine whether essays are to be submitted electronically or in hard copy form. You should keep copies of your essays for your own records.

Specialized/Professional Essays (3 required)

The requirements for this set of three essays are described below:

1. Agency History/Background Essay: in this essay, students will provide an overview of the agency for which they are interning: its organization, history, purpose, leaders and constituents. This essay should also provide information relevant to professional careers in that agency (positions, educational requirements, salary information, hiring outlook).

You may use any verifiable source to write this paper, including agency web sites, academic materials, and government documents. You may find newspaper/media archives useful for providing some background. For some agencies/organizations, you may need to draw more broadly. For example, if you are interning with a district attorney, you will write about the specific district attorney's office as well as the history of district attorneys in that state and beyond.

In addition to providing a strong foundation for understanding the agency where you are interning, you will be expected to include information on its workforce. This paper will allow you to conduct a more thorough informational interview (see below). This essay should be approximately 4-6 pages (double-spaced) in length.

2. Informational Interview Essay: in this essay, students will conduct an interview of a professional in your agency (agency supervisor or other). This interview will help you gain an understanding of the agency and profession you may consider entering.

The interview must be conducted in person; email interviews are not acceptable. You may not interview friends and/or family members, even if they are employees in your agency. Any final report submitted without the professor's pre-approval of the interviewee/subject will result in a score of zero for the assignment. You may use a tape recorder during the interview if you wish, but make the person you are interviewing aware that you are using one BEFORE the interview starts and ask if he or she has any objections.

The interview questions below are suggested questions to consider. You should choose a certain number of questions and then ask them exactly as they are written. You may ask "probe" questions (e.g. "Can you tell me more about that?") in addition to the main questions provided. Record and type up interviewee responses to specific questions rather than providing a summary of his or her responses (include the actual interview questions followed by their responses). *All* material submitted **MUST** be e-copy. Additional questions of interest may be asked thereafter.

Your final write-up includes the questions and responses. Equally important, you should also include a discussion section that summarizes and then analyzes the interview in the context of what you learned about the agency in your earlier essay. Relating the interview material to your political science coursework and/or other academic sources in a substantial way will earn you a higher grade. Submitting the questions/responses and a minimal discussion of the key points will be sufficient for a satisfactory grade for the assignment (e.g. "C"), but it will not constitute "excellent" work. Please consult your faculty supervisor for more guidance on this assignment.

These interviews have many positive aspects and provide excellent opportunities for the future. The experience will allow you to obtain information about a possible career and/or allow you to make a more informed career choice. The interview may provide you with a potential career-related contact. The assignment also provides insight into workplace dynamics, occupational issues, and job realities.

Interview Questions

1. Name of the professional being interviewed
2. The interviewee's official job title and employment location
3. How long have you been a [job title]?
4. How did you get your job?
5. People enter particular careers for many different reasons. What were some of the reasons you entered this particular career?
6. Was this your first choice as a career? If not, what was?
7. What is a typical workday and typical week in this job?
8. How often do you work past 6:00p.m. and on weekends?
9. What are the most difficult problems/challenges/decisions you face in this job?
10. Of all the individuals you have met in this line of work, what personal attributes do you think are essential to success in your particular job?
11. What do you see as the greatest rewards of your job?
12. What do you like the least about your job?Y
13. Where do you see yourself in five years?You
14. Do you foresee any major changes in this field within the next five years?

3. Resume/Cover Letter Essay: In this essay requirement, students will prepare a resume and cover letter in response to a hypothetical job posting (students will find their own). There are a number of web sites that consolidate listings (e.g. Indeed; Glassdoor; USA jobs). You should focus on those postings that are for entry level in an area that connects with your interests in political science/public affairs. When preparing the resume and letter, you should follow the guidelines and rubric offered by the UGA Career Center.

[https://career.uga.edu/students#resumes cover letters](https://career.uga.edu/students#resumes%20cover%20letters)

General/Academic Essays (2 required)

Essays 4 and 5 will provide a framework drawn from academic sources that is used to analyze your experience/observation. Essays are structured opportunities for you to analyze observations (direct or indirect) from your internship and, in doing so, examine ideas, issues, concepts and theories from previous course work or academic readings. The essays should include both analytical and descriptive contents, but the strongest essays will be those that provide more developed analyses. Each essay should include the following:

- Identification/discussion of a concept, theory, empirical finding, etc., drawn explicitly from course texts and/or outside academic reference(s).
- A description of the agency experience or observation that brought this topic to mind or how the internship context connects with the topic.
- An analysis of your observation(s)/experience.
- You must use at least two (preferably more) outside academic references per essay and cite appropriately. Please consult your faculty supervisor for more guidance on what constitutes an academic reference for this assignment.
- A title for each essay, properly formatted in-text citations, and end of essay list of references/works cited page that follows APA/ASA/APSA format.

The acceptable length of essays will vary somewhat by topic and individual style of writing. More important is the quality of analysis and composition. An essay which includes sufficient analysis and evidence of critical thinking will require approximately 4-6 double-spaced pages. Your grade will reflect on the degree to which your analysis of observation(s) is grounded in academic understandings. It is also shaped by how well your paper is written and organized.

Confidentiality is a paramount concern in many agencies, and its considerations may extend to the preparation of essays. If applicable, do not use names or other identifiers of defendants, victims, or authorities in your essays; instead, use pseudonyms of some sort.

On occasion, a supervisor may require agency review of essays before you submit them to your professor or may request that you give the agency a copy of the essays.

A topic does not have to emerge from a first-hand experience or observation; one can be generated by a conversation with agency staff about their experiences, current events, observations or thoughts on political issues or practices.

Your faculty supervisor will provide additional guidance on these assignments; pay careful attention to those requirements as shared the faculty supervisor via email or through ELC.

Tips:

- jot down an idea/observation when it occurs to you
- locate relevant texts, many of which are available in the library, to develop a list of potential topics prior to the start of the internship. You should also consult the archive of SPIA syllabi in an area that aligns with your internship. For example, if you are doing a lobbying internship, you should review syllabi for that course to locate texts and readings.
- do not try to include too much in a single essay
- proofread your paper...your grade on this component will be higher if your papers are well-written
- include a works cited page (and cite your references in the body of your essay)

Final Internship Essay (1 required)

Essay 6 will be structured like the other two general academic essays (see above), but will address the specific parameters described here.

Using your internship experience, as well as what you've learned thus far in any of your academic coursework, as well as any relevant political science research, please write an essay that answers the following question:

How do American political actors and institutions interact with one another to affect the behavior of voters, elections, and/or American public policy?

Note: The same guidelines apply as the other academic essays. For this assignment, you should work closely with your faculty supervisor.

Caution About Plagiarism

Plagiarism in your academic work will not be tolerated. The definition of plagiarism quoted below is taken from the University of Georgia publication *A Culture of Honesty*. All University of Georgia students should be familiar with the Honor Code and the provisions of *A Culture of Honesty*. Both are accessible on The University of Georgia website. Most instances of unauthorized assistance and plagiarism can be easily avoided with appropriate citations and quotes. Remember, your academic work consists of original observations and insights from you.

Additional useful guidance about how to avoid plagiarism may be found at:

<https://guides.lib.uga.edu/c.php?g=814542&p=7019033>

From *A Culture of Honesty*:

Plagiarism - Submission for academic advancement the words, ideas, opinions or theories of another that are not common knowledge, without appropriate attribution to that other person. Plagiarism includes, but is not limited to, the following acts when performed without appropriate attribution:

1. Directly quoting all or part of another person's written or spoken words without quotation marks, as appropriate to the discipline;
2. Paraphrasing all or part of another person's written or spoken words without notes or documentation within the body of the work;
3. Presenting an idea, theory or formula originated by another person as the original work of the person submitting that work;
4. Repeating information, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person;
5. Purchasing (or receiving in any other manner) a term paper or other assignment that is the work of another person and submitting that term paper or other assignment as the student's own.

Sample General/Academic Essays

The Effect of Negative Campaigning on Electoral Success

POLS 5122

Introduction

The 2018 Georgia Republican Primary Run-Off has been characterized as decidedly negative by virtually every witness to the election. Political attacks from each side abound, and the attacks are being launched on virtually every platform available: on social media, on television, on radio, and on mailers. And in the opinion of many constituents who call in to Cagle for Georgia, the tone of Cagle's ads are far "too negative" and will either drive voters to support rival candidate Brian Kemp or lead voters to abstain from voting at all.

Indeed, for every competitive election, news media disseminates reports of voters' disgust over the negative tone of campaign advertising. But in spite of the widespread dismay that voters express about negative campaigning, candidates across the country and at all levels of government continue to be devout practitioners of the ages-old mudslinging strategy. While it may be true that voters are largely dismayed by negative campaign ads, it is less certain that voters' dismay translates into any real impact on electoral success or voter turnout.

Campaigns like Cagle's are using negative campaign ads to drive voter turnout and motivate the electorate to participate in the upcoming election. Given that Cagle's

campaign has dedicated most of its advertising time to negative ads, it is important to determine what the likely outcome of this strategy is, and whether it will demobilize voters, drive them to vote for Kemp, or inspire them to vote for Cagle. An analysis of Cagle's strategy, and its potential impact on voter turnout, is particularly necessary given how close the race is between the two candidates.

Literature Review

There are two broad theories of negative campaign advertising within the body of political science research. The first theory submits that negative campaign advertisements have a demobilizing effect on the electorate. Ansolabehere and Iyengar (1997) developed this theory through experiments which found that voters, when showed a negative ad, claimed they were less likely to vote. They similarly found that voters, when showed a positive ad, claimed they were more likely to vote. As Goldstein and Freedman (2002) write in their summary of the experiment, Ansolabehere and Iyengar concluded that "[the result of negative advertising] is an electorate that is smaller and more polarizing than it would be were campaign advertising more positive in tone," (p. 722). The underlying assumption is that negative campaign ads cause voters to lose faith and trust in government and discourages voters from voting.

The research following Ansolabehere and Iyengar's (1997) experiment found little support for the theory. Finkel and Geer (1998) refuted the theory through their own analysis of presidential campaign advertisements from 1960-1992, finding that "attack advertising does not influence either overall turnout rates or individual self-reported votes," (p. 573). Other scholars like Lau et al. (1999) similarly found in their own meta-analysis, that "negative political ads appear to be no more effective than positive ads and do not

seem to have especially detrimental effects on the political system” (p. 851). The studies which examined real-life trends, then, did not tend to find a correlation between negative advertisements and voter demobilization or electoral success.

Since Ansolabehere and Iyengar’s flagship research was published, many scholars have pointed out that their methods – and the methods of other scholars from the late 90s – are largely flawed. Most significantly, scholars have argued that these studies do a poor job of accounting for and measuring ad exposure in the real world, which is an important variable since advertising exposure is often targeted geographically and with varied intensity. In response to these identified flaws in the research, later studies began to control for the effects of advertising’s targeted nature with more precise research design. The second theory of negative advertising developed as scholars began to address these flaws.

The second theory of negative advertising submits that negative advertising has a mobilizing effect on the electorate. Many authors have explored this theory, beginning in the early 2000s. Freedman and Goldstein (1999, 2002) conducted two studies, focusing on both state-level elections and presidential elections. The authors find “unambiguous evidence that exposure to negative campaign ads actually stimulates voter turnout,” (Goldstein and Freedman, 2002, p. 721). The reason for such stimulation, according to these and other authors, is that negative advertising may alert voters to social or moral threats, or because it may indicate the closeness of a race. As Martin (2004) summarizes in his own study of presidential ads, “negative campaigns stimulate problem awareness, stimulate anxiety about candidates, and make people perceive races as closer” (p. 557).

Even so, other scholars have found that negative advertising is curvilinear in

nature, and that excessive negative advertising, or mudslinging, has a demobilizing effect. As Lau and Pomper (2001) find, and as Martin (2004) summarizes: “both sets of authors argued that mudslinging or unusually high levels of negativity have distinct effects because citizens respond differently to what they perceive to be legitimate criticisms versus personal attacks,” (p. 547).

Nonetheless, Lau et al. (2007) revisited the literature on negative advertising, conducting a second meta-analysis which drew roughly inconclusive results. Although Lau et al. find an “overriding lack of evidence that negative campaigning itself works as it is supposed to” (p. 1183), they do note that trends in recent research tend to suggest that negative advertisements are slightly more likely to increase voter turnout than not. However, the authors also conclude that “negative campaigning does have some negative systemic consequences, including lower trust in government, a lessened sense of political efficacy, and possibly a darker public mood” (p. 1186).

Discussion

In summary, scholars have not agreed on the true efficacy of negative political advertisements. And although more recent literature indicates that negative political strategies do tend to increase turnout among supporters in both experimental lab settings and in historical analyses, increase in turnout appears to be marginal. Moreover, the marginal gains from negative advertising can apparently be nullified if the electorate perceives the attacks to be unfounded or excessive “mudslinging,” indicating that there is limited opportunity to gain electoral support through negative campaign strategy. Finally, many authors argue that even if negative political advertisements *do* have a net positive impact for the attacker, the attacks do more harm than good to the democratic process, by

lowering trust in government and depressing political efficacy.

Many political advisors in Georgia politics, and certainly those advising both Cagle and Kemp for the current Republican Run-Off Election, believe that negative advertising is the best way to mobilize the electorate and turn out voters. Cagle tends to question Kemp's competence and trustworthiness, while Kemp tends to question Cagle's honesty and independence from moneyed interests. And although voters are certainly dismayed at the constant attacks being launched from either side, it seems that all of the attacks are still being received as generally credible – that is, the candidates have not yet resorted to personal attacks and outright mudslinging.

The findings of the literature, then, seem to be broadly playing out in the Georgia gubernatorial race. Some constituents are disgruntled by the attacks, and they call the campaign headquarters to request a cleaner campaign strategy. Some constituents are outraged by the actions uncovered in the attacks, and they take to Twitter to express their anger at Kemp. Still others have expressed their unwillingness to vote at all thanks to the attacks from both sides, betraying their lack of faith in state government.

So long as the attacks from either side do not stray into mudslinging, it seems that both Cagle and Kemp will be maintaining the status quo, with neither more likely to persuade voters to their camp or drive them to the other candidate through negative ads. But since negative ads are most likely to depress overall turnout, running a negative ad campaign could have profound implications during an extraordinarily close election such as this, since Kemp's base is generally regarded as more energized and since Cagle needs a high turnout on July 24 to remain competitive in the race. Overall, running a negative ad campaign with an electoral base of less energized supporters seems risky,

but if Cagle defeats Kemp in the Run-Off Election, the success may speak to the efficacy of high-dollar, high-intensity negative advertisements after all.

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Example 2:**POLS 5132****The Impact of Accountability Courts in America**

Accountability courts are a recent change to our traditional criminal justice system that we have had in our country in the past. These courts specialize in the rehabilitation of a non-violent criminal rather than simply crime and punishment. Rehabilitation through these courts do not apply to everyone, only the criminals who root cause of their criminal behavior can be fixed, such as a drug addiction or mental health issue. Unfortunately, other criminals are not driven by something that can be fixed in Accountability court. The three main accountability courts implemented today are HELP court (previously called Mental Health court), Veterans court, and Drug court. The goal of these specialized courts is to decrease the rate of people who end up incarcerated again and again, and to ultimately focus on the individual as a whole and their needs, whether it be rehabilitation from a drug addiction, building back relationships in their lives that have been ruined, or giving a person with a mental illness the proper care they need. Georgia adapted its own Accountability Court Program in 2012 in order to reduce recidivism and also as a solution to the overcrowded prison population. In general, the individuals in the accountability court programs are monitored and mentored by specialists in drug abuse or mental health, and attend weekly meetings with a group, as well as attend hearings in front of a judge to check their progress and deal with any violations of the program if necessary. These nontraditional courts have become increasingly popular throughout our country, and the results seen from these programs explain why (Accountability Court Program, cjcc.georgia.gov).

HELP court (Health Empowerment Linkage and Possibilities), or mental health court, was designed to help rehabilitate people with mental illnesses while at the same time making sure they keep the community safe. This type of court has dramatically become more popular, where there was only one or two in 1997 and now there are about 250. Though certain details of mental health courts vary from each jurisdiction, the common goal is to remove these people from the criminal justice system and place them in community treatment programs. In order to get into the program an individual must be recommended to the mental health court staff by someone who has worked on their case. If they can meet the requirements, such as being a non-violent offender, and agree to the conditions then they are able to participate in the program. Once in the program, they are released back into the community under the supervision of the professionals in the field and under judicial supervision as well (Steadman, Redlich, & Callihan, "Effects of Mental Health Courts on Arrests and Jail Days", 2011).

A journal published in 2011 describes a research project studying four different locations of HELP courts and the effect they have on the community around them. The two major variables the study focused on were arrests and jail days to see if the mental health courts “work without compromising public safety.” Incarceration days were observed during an 18 month period within the HELP court groups and separate groups of people who went through the traditional crime and punishment criminal justice system, without the accountability court system. For the HELP court participants the number of days incarcerated was very small, from 73 days pre 18 month period to 82 days post 18 month period. However, in the group of criminals not in the HELP court system the number of incarcerated days went up from 74 to 152 days, which is a 105% increase. With arrests during those 18 months that were surveys the mental health group was 49% likely to be rearrested while the alternative group was 58% likely to be rearrested. The recidivism rates were lower in the

HELP court participants than the other sample of people, and in San Francisco particularly the HELP court individuals were 5 times less likely to be incarcerated than the alternative group. This study shows a pretty clear advantage to having HELP courts established in order to rehabilitate the criminal as well as lower the recidivism rate which keeps the community safer at the same time (Steadman, Redlich, & Callihan, "Effects of Mental Health Courts on Arrests and Jail Days", 2011). HELP courts are only one of the examples of accountability courts that have seen major effects on the ever changing criminal justice system in our country.

Veterans court supports a growing need in our country to provide a unique system of rehabilitation to the men and women who have served in our military. Veterans take up about 12% of our prison systems, so there is a need for reformation within this area of criminal justice. This particular accountability court is unique because they are dealing with this very specific group of people that have many of the same problems to overcome. Once they come home, a lot of veterans deal with mental issues such as PTSD or depression as well as substance abuse problems, such as alcoholism or the use of illicit drugs. Additionally, there are major social problems to overcome as well, such as homelessness or unemployment. These issues spread across both HELP court and Drug court domains so it is necessary to implement a specific veterans court in order to rehabilitate in the best way possible. To determine if a veteran is eligible for Veterans court they must go through a screening to see if they have a mental illness or a substance abuse problem, or both, and the crime they have committed must be nonviolent. Once in the program veterans are given the treatment or accommodations they need, while under the supervision of the professionals and the judge. One special aspect of veterans court compared to the others is the mentor program that has been involved. It is helpful for veterans to talk to other veterans about what they are going through,

and they have seen substantial results (Russell, Veterans Treatment Court Developing Throughout the Nation).

The case study done in Buffalo, New York in 2008 shows the impact Veterans court has had on some of the first individuals to go through the program a decade ago. The veterans in the program who graduated are clean and sober from drug or alcohol abuse. They are actively taking care of their mental health, and for those who were homeless or lacked employment the program helped them find long term housing and stable employment. Since 2008, dozens of veterans courts have been established throughout our country, helping with the decline of recidivism as well as the rehabilitation of the people who fought for our freedom (Russell, Veterans Treatment Court Developing Throughout the Nation).

Finally, drug courts are a massive help when it comes to helping nonviolent criminals who have a drug or alcohol addiction. This court operates the same way as the other two I have previously mentioned, however this court focuses on substance abuse, and the effect drugs or alcohol have in correlation to crimes. Many times violent crimes involve drugs or alcohol, or a bad decision is made under the influence. Individuals must qualify for the program, and once in the program they are monitored by their supervisors and attend hearings to talk about their progress. They attend weekly meetings with their group as well as take drug tests to make sure they are sober during the program. These courts are an alternative to incarceration and help to keep the prisons less crowded if possible. In a multiple site analysis, it was concluded that drug courts reduce the crime rate by 7% to 14%. A study of multiple California drug court programs showed that the re-arrest rate for people not in the drug court program was 41% while graduates of the drug court program had only a 17% re-arrest rate. Another additional bonus of drug courts is the amount of money saved in the long run. While these courts do cost money to operate, the money saved by

these courts is well worth the price. In California, the average cost of putting one individual through the program is \$3,000, but the amount of money saved per person in the long run is around \$11,000 (Huddleston, C. W., Marlowe, D., & Casebolt, R. (2008). *Painting the Current Picture: A National Report Card on Drug Courts and Other Problem Solving Programs in the United States*).

Accountability courts are reshaping our criminal justice system for the better. <inserted observations from internship> These courts are effectively attacking the problem of recidivism in our country, and by all accounts producing hopeful statistics. These rehabilitative courts are proving that the traditional crime and punishment tactic is outdated, and simply does not work as well when it comes to criminals driven by a drug addiction or mental illness. With rehabilitation being the main concern of these programs, they are looking at the criminal holistically which not only provides better results for the individual, but better results for the community around them. Crime rates are dropping and people are healing due to the power of these courts. As the number of Accountability courts continues to climb in America we can only hope to see the same encouraging results as we have seen thus far, and continue in the fight to reduce recidivism and make society a safer place altogether.

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THE RESEARCH PAPER (POL5 5101/5111/5121/5131) (Four semester credit hours)

Description and Purpose

The internship research paper requires that you undertake an original research project and then submit a paper that reports and interprets your findings. This paper also includes information on your research design, with special attention to reviewing existing scholarship. Students identify a reasonably focused research question, secure an appropriate set of observations and measures related to that question, and analyze the data systematically to shed light on the hypothesis. Most interns address a topic directly related to the activities of their host agency and often acquire data for analysis from a source in the agency. Research topics are as varied as the types of agencies in which students intern, but there are common key requirements detailed more fully below. Given the complex and substantial requirements for a research project, interns must plan ahead and consult with both the faculty advisor and on-site agency supervisor.

General Instructions

Selecting a topic. The first task in preparation of the research paper is selection of a general topic. Several factors will influence this selection, primarily the type of agency in which you are interning. As soon as you begin work in the agency, consult your agency supervisor and give some thought to the issues the agency addresses that relate to a potential research topic. You will want to discuss the research paper requirement with your agency supervisor early on in your internship, not only for ideas, but to see what types of data might be available through the agency. You should keep your agency supervisor apprised of your topic as it develops to ensure that it is acceptable to the agency and that you are authorized to use agency data sources.

Another source to assist you in topic selection is your faculty supervisor. You are required to submit a general research topic, described in a paragraph or two, early in the term with a detailed outline of the paper near the midterm. However, it is advisable that you do not wait until the deadlines; instead, you should begin a dialogue with your faculty supervisor immediately. Your professor can provide valuable feedback and advice, saving you time and effort with false starts.

A final factor to consider in topic selection is your intellectual interests. Researching a question that captures your interest and imagination will result in a higher quality project and paper.

Developing a plan for research. Once your general topic has been approved, you should begin a review of the literature. The initial step is to develop a list of scholarly references to identify existing research. In reading through these works, you will see how your question fits in with what has already been done (i.e., whether you will be doing a replication or an extension of previous research). Existing scholarship also provides guidance on how to narrow down your

question, determine what appropriate data are available to address the question, and how you will collect and analyze your data.

Observation strategy: collecting data. Under no circumstances should you begin data collection or analysis until your professor has approved a detailed outline of the project. If you need to begin those activities prior to midterm, when the outline is formally due, you should get in touch with your faculty supervisor who may require you to submit the outline for review earlier in the term.

If your internship research will involve collection of data from human subjects (e.g., surveys, interviews), please advise your faculty supervisor early in the semester since this can be a time-consuming process. You must have the approval of the UGA Institutional Review Board before beginning data collection. If you attempt to conduct a survey or interview without prior approval from the IRB, you are at risk of receiving a failing grade for the paper.

Although most agencies will have observations/data available for a student-intern to use for this project, some agencies may not provide data sources. If you find that to be the case, you should contact your faculty supervisor early on so that s/he can assist you in identifying sources of data in the public domain.

Data analysis and paper drafts. Once you have received the necessary approvals noted above, you should proceed with data collection, analysis, and interpretation. You will have access to statistical software, such as SPSS, through VLAB during the internship. SPSS also hosts a web site where students can lease the software for six months: <https://www.onthehub.com/spss/> Other software (such as “R”) are also available in the public domain.

Because a number of technical/formatting issues may present obstacles at this stage, you should give yourself sufficient time to analyze the data. The organization of the paper, clarity in writing style, grammar, spelling, and use of proper citation format will also affect your grade.

As with the analytical essays, your faculty supervisor will determine whether your assignments are to be submitted electronically and/or “hard copy.” There is no specific length requirement for the paper, though a typical length would be 20-25 pages, and include appendices and citations.

Citations. When appropriate, you should cite references using a standard citation system uniformly throughout the body of the paper and in a reference list at the end of the paper. You may follow any standard citation system used in social science journals: American Sociological Association (ASA), American Psychological Association (APA), American Political Science Association (APSA), or any comparable citation style from the social sciences. Interns should review information on the UGA Libraries website regarding citation styles to ensure that the research paper meets the required standards.

Paper Format

A suggested format and approximate page length of the research paper is outlined below. Please keep in mind that this is a general guideline; your faculty supervisor has the last word on paper format.

1. Statement of the Problem, Issue, or Research Question (1-2 pages)

You should briefly state the issue, question, or problem to be addressed, along with its importance and relevance (i.e. why is this important today?). You should briefly note how research may help to address the question/issue/problem, as well as orient the reader so they will know what it is you intend to do in the study.

2. Review of Prior Research (5-8 pages)

A thorough search and review of relevant literature on your topic will build an important foundation for your research project. If there is a vast body of previous research, you will need to synthesize as much as possible and focus on points of major importance. Conversely, if there is little previous research on the topic, you will need to exercise some creative thought to place your specific topic within a broader framework. Your professor, along with reference librarians, are helpful resources for effectively using search engines to identify scholarly research related to your topic. It is best to focus on academic sources and avoid studies or websites that are not peer-reviewed. Textbooks are generally not considered the best references for a research paper, although they are often helpful in identifying other relevant scholarship. The bulk of your review should be articles in peer-reviewed research journals, research monographs, or scholarly book-length treatments on your topic. Students should integrate what they have found on previous scholarship and assess the implications of the reviewed studies on their own research question.

3. Research Methodology (3-7 pages)

As the paper transitions from the literature review to a discussion of the research design, students are expected to draw on their research methods courses. Recognizing that there is a wide variety of socially scientific qualitative and quantitative approaches, the method employed will depend on your research question and the type of data available to you.

Some students will collect primary data through surveys (using self-administered questionnaires or interviews) or field observation; however, since these approaches require the extra step of Institutional Review Board approval, many students prefer to utilize some type of data available to them either in the form of agency records or other archival data. Students may perform explanatory research, test hypotheses or employ quasi-experimental designs, while others will evaluate the effectiveness of a program or policy.

Determining what method or design is appropriate to the research question and data available is something you should consult with your professor about during the topic selection and research outline stages. Again, do this well before carrying out any data collection or analysis.

The following list summarizes essential elements which should be considered and included in the methodology section of the paper as appropriate:

- (a) Concepts, hypotheses, and expectations. All research projects will require that the student identify key theoretical constructs/concepts and outline their expectations with respect to the research question or problem. In some instances, students will be engaged in a project where they will clearly state causal hypotheses to be tested.
- (b) Operationalization. For each concept, the student should provide an operational definition that conveys an empirical manifestation of the key concepts.
- (c) Measurement. For each variable, the paper should provide specifics on how the values are to be measured. Consider issues of validity and reliability in your measurements. If you are doing a replication or adopting existing measurements, cite the appropriate literature.
- (d) Observation strategy. What will be the source for your data? How will you access these data? Examples of archival data include hardcopy or computer files available at internship agencies. Examples of secondary data include the UCR and NCVS. Secondary data are typically available for download through ICPSR or other web sites maintained by governmental agencies. Please consult your faculty supervisor for additional guidance.
- (e) Data collection procedure. Describe the method you used to gather your data. If you do a survey, include a copy of the questionnaire in an appendix and discuss any pertinent issues of measurement not already mentioned. If you did field observation, were you a participant/observer? How did you record the data? If you collected data from agency records or archives, include a codebook that lays out your variables and how they were measured. For any collection procedure, describe the conditions under which you collected the data and any shortcomings in the data collection procedures. If you analyzed secondary data, describe the same regarding how the original data were collected.
- (f) Processing and analysis of data. What data analysis techniques did you use? When deciding on a plan for data analysis, keep in mind that the strongest research projects will be those that maximize their ability to account empirically for the phenomena of interest. Using statistical tools and software (such as SPSS) is therefore an important step in your research.

4. Presentation of Findings (3-5 pages)

In this section you will present your data analysis and discuss your findings. Your methods of data analysis will shape the write up of your results, including any statistical tests. Were your expectations supported? Have you discovered anything significant that was not anticipated by

the design of the study? In the next section, you will discuss findings in a broader context, including why your results did/did not support what others have found.

5. Conclusions (2-3 pages)

In this conclusion, discuss what contribution this study has made to our understanding of the issue or problem of concern. Were your expectations supported? Did your study corroborate other findings? What types of generalizations can you draw about the problem based on your research? What are the limitations of your study? What should scholars investigate on this topic in the future?

Plan ahead

The academic component of your internship is substantial. You will have to spend a considerable amount of time after the regular working day and/or on weekends to successfully complete the essays and research paper. However, you should not feel overwhelmed by the challenge of forcefully dealing with each and every point on the suggested paper format. The paper is intended to be a major learning experience, equivalent to a senior thesis. Do not hesitate to ask for assistance and to start on your academic requirements early.

Remember to have your research methods textbooks and notes handy to consult when designing your research project and analyzing and interpreting your data. Should you have failed to keep the text, numerous social science research methods texts are available in the library. You should consult your faculty supervisor for more guidance.

On the following pages, you will find examples of internship papers that were judged to be among the best. Since these papers may have followed a different rubric, you should follow guidelines in the manual and directives from your faculty supervisor concerning paper preparation. In addition to reviewing these papers, you should be aware that the presence of a flaw in an example paper does not excuse you to make the same mistake in yours. In reformatting these scans from pdfs to word, some errors are inevitable.

Example 1:

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Professor Wilhelm
POLS 5101
March 31, 2019

Factors that Control Voting Behaviors of Representatives

180 Georgia House of Representative members. 180 Districts represented. These House Representative's come together for 3 months out of the year to introduce, research, and vote on bills that they believe to not only be effective for the constituents from their district, but also beneficial to the state of Georgia as a whole. In determining whether or not to vote for a bill however, there are many factors that play into what bills members do and don't support, and ultimately where their vote will land at the end of the day. Many people do not understand the debates, discussions, and process that goes into the actual voting process. After 3 months observing legislative session in the state of Georgia, there is a lot to be observed. The interactions between the House members, their attitudes, the way they speak, talk, and act in order to get their agendas accomplished.

During my time interning at the Georgia State Capitol, I heard Representative's start many sentences with "It's a good policy, but". If it's a good policy, then what possible "but" could there be? Isn't that what we're here for, to create better policies, better laws, for our state? It seems like the easiest answer to the question would be yes but so many of those "but's" were followed with reason after reason as to why he or she just could not vote for that bill. The pattern I saw most however, was most of those "but's" being followed by reasons that had almost nothing to do with actual policies and politics. There was definitely a pattern to be seen when it came to observing Representative's voting behaviors, but it wasn't always easily observed just by tracking their YES's and NO's. Sociological and Psychological factors. Factors such as constituent support as well as campaigns, elections, and re-elections. All these factors played

into the YES and NO votes on each bill.

No matter who you look at or what political party they associate with, there is one very evident pattern to be seen between all Representatives. Although each vote may not always reflect some Representatives ideals, principles, and values, their votes always reflect their agenda. Because so many of their votes appear to be agenda based, I began to further observe that not every vote made, necessarily aligns with the political ideologies that many of these men and women ran their campaigns on originally, or even claim to hold. The difficulty we see most often in attempting to answer the question of why Representatives vote the way they do is looking at it from a surface level. Because there are so many various factors that play into voting behaviors and decision making of any elected officials, it's important to consider all these factors, decide which ones are most influential, and break them down in order to determine what really makes Representative's vote the way they do.

Previous research evaluating voting behaviors of elected officials have largely focused on prior time periods and an evaluation of differences between how isolating demographic factors can affect the biggest differences that we see between liberal-conservative positions. The group of people that an official is trying to appeal to, can have a drastic effect on the way that their voting changes and adapts. So much of the political game that so many officials play relates back to their constituents and their desire to please them, not only for moral conscious purposes, but in hopes of reelection. Poole and Rosenthal (1984) isolated this factor by evaluating two Senators, from the same state and same political party and then two Senators from the same state but different political parties. Poole and Rosenthal used data from the United States Senate from 1959 to 1980, examining elections, votes, and political parties, to analyze any sort of consistent pattern to support their hypothesis. Their conclusion? What could be expected; their data collection and observations suggested that each party represents an extreme support coalition in the state. Not only did Poole and Rosenthal conclude that voting behaviors play a larger role in short term elections and reelections than long term, but the biggest result, reflected that Senators party ideologies and thus voting behaviors could be widely attributed to demographic factors when looking for significant trends.

While Poole and Rosenthal's observations focused largely on demographic factors and the role they play in

voting behaviors of elected officials, it's also important to analyze the voting behaviors of voters in American politics. A large factor affecting the way elected officials choose to vote on bills and new policy, is influenced by the thought of who they are voting for, their constituents. By analyzing any type of pattern between the voting behaviors of constituents and their party affiliation, the voting behaviors of elected officials becomes more distinct. Larry Bartels does just this, and through his research, notes the decrease in voters with strong party affiliation over the past quarter century. He recalls one influential political journalist as noting "the most important phenomenon of American politics in the past quarter century has been the rise of independent voters" (Smith 1988). No longer are voters strongly identifying with one major party as they once did. Despite this decline however, Bartels' argues that partisan loyalties in the American public have rebounded significantly since the mid 1970's, especially among those who actually turn out to vote. He notes that as the gap between Democrats and Republicans widens, so does the impact of partisanship in elections, especially Presidential elections. Rather than "partisans using their identification less and less as a cue in voting behavior" (Wattenberg 1998), Bartels' analysis suggests that "partisan loyalties had at least as much impact on voting behavior at the presidential level in the 1980's and even more in the 1990's and will only increase in the 2000's" (Bartels 2000, 249).

Bartels' idea to analyze the amount of voter's that choose to vote along their party lines and the decrease in strong party affiliation that we once saw in American politics plays an important role in my research as I also noted the voter as one of the key components in what influences Representatives to vote the way they do. Bartels' notes the decrease in party affiliation by voters and I believe that I likewise through my research will see a decreases in party affiliation voting by Representatives as well. Because each Representative has the opportunity to connect with the constituents from their district on a more personal level, they are more likely to vote in such a way that will appear most pleasing and affective to the people in their district. Although some voting that occurs will still be based on party affiliation, I believe the desire to please constituents as well as the hope of re-election will out way many of the more "political" factors that may influence a Representatives votes. I predict that much like Bartels' observed with the voters, I will begin to see Representatives votes straying farther and farther from party affiliations.

It is important to observe and consider factors that influence voting behaviors of elected officials because they

better help us understand the ins and outs of politics as a whole. So much of politics and voting happens behind closed doors. Despite voting records, legislative sessions, and most committee meetings being public record and available to the public at almost any time, there is still so much that goes on behind closed doors. So much conversation shared between members, between members and their constituents, between members and lobbyists., and most importantly between members and those higher up than them. All of these factors along with many others play a significant role in understanding why elected officials vote the way they do. To say that “because he is a Republican, he surely will vote conservatively” and “because he is a Democrat, he surely will vote more liberally” would be all too easy. Although these political ideologies are the basis for which most voting occurs, it is again only the surface of what really goes on in the House. In order to truly understand politics and what is going on under that Gold Dome in Atlanta, you must first understand the “game” that is being played.

When we truly begin to look deeper into voting behaviors and begin to decipher just why these men and women vote the way they do, the question then arises of just how important political ideologies are in terms of voting. One step further than this, the question can be asked, how often do elected officials voting behaviors align with their political ideologies? In this study, I plan to observe and answer just that. I will observe Georgia House of Representative members, and begin unraveling the voting behaviors of individual Representatives, considering what factors play most into why they vote the way they do, how strongly their political party and party ideology plays a role in their voting, and from there observe these factors in action. I will look at 15 bills specifically, each with very distinct language classifying them as either more conservative or more liberal, taking down my own notes of how I may suspect Representatives to vote based on their political ideologies, and then observing how they actually voted in the end. I will observe both Republicans Democrats, eventually showing their trends on separate charts, in order to truly show the trend of voting behaviors and answering the question of how often do elected officials (in this case House Representative’s) voting align with their political party ideologies.

Bartels Modern American Politics involves much more than simple party affiliation and a simple, distinction of two parties. A large amount of analysis on political figures involves looking further and analyzing the political figures involved to be able to fully recognize a pattern in behaviors. With this being said, there are many voting

behaviors to be observed in American politics but for this study, I will be analyzing Georgia House Representatives. This study will include qualitative data to focus on behaviors and factors relating strictly to the Representatives such as ideology, beliefs, etc. that may affect their voting. Quantitative data will be used to determine a pattern between the voting and the Representatives. This will be done by looking at bills and analyzing the policies, determining where they fall between liberal-conservative position. By looking at bill policies, noticing a significant pattern in voting behaviors for Representatives will be much easier. It is important to acknowledging all possible factors that play into why Representatives vote the way they do, in order to determine a significant pattern of voting behavior and answer the question of why Representatives vote the way they do. From this study, I expect to find a direct correlation between Representatives voting behaviors and the outside factors they experience while in office.

To gather data for my research, I looked at the patterns of voting on bills from the 2019 Legislative session. I gathered a sample size large enough to show a significant trend, some bills that were distinctly either conservative or liberal, and others that fell somewhere in between. It was important to use bills with both distinct language as well as bills that were more controversial and could go either way to be able to analyze times when a Representative might vote for or against a certain bill based on outside factors and influences, rather than just party-line voting. Bills such as HB 373 or HB 507, is the types of bills that really has no distinct language in it as far as having a political preference or being classified as more conservative or liberal. This is the type of bill that has effects on a small area only and there are many bills like it that come through House that affect either only one district, or only a small fraction of the state. This is the type of bill where we see both Republican and Democrat votes coming together. Whether it is agreed or disagreed upon by Representatives, their vote has nothing to do with political ideologies or changes. Instead it is an agenda based vote. Perhaps their agenda was encouraged by logrolling, political bargaining of votes in exchange for each other support on a piece of legislation. Although it may not always be seen by the outside eye, this political logrolling occurs all too often in politics and is a large factor in the voting behaviors of Representatives.

There are many sources of data that I chose to use for this research. Some of my data, more concrete than others. So much of observing voting behaviors I discovered could not come from only tracking the number of times a representative voted YES or NO on a bill. Although this information is helpful in determining the true pattern and

observing an increase or decrease in party affiliated voting. To understand these bills and the language in them, determine how a Representative may vote based on their party affiliation, and to then record their actual votes, I used the Georgia House of Representatives website. This website is updated daily and gives a free, public record of all bills that are introduced on the House floor, even if they never come to a vote. It is important for my research to use this website because here I am not only able to see bills and voting records, but I am able to see specific Representatives party affiliation and their votes on each bill that I choose.

My experiment also allowed for a large amount of my observations to be done simply by observing the Representatives. This means listening to constituents that contacted Representatives offices and staying informed about the types of local issues they cared about, as well as reading newspaper articles, such as the Atlanta Journal Constitution, to make sure I was as up to date on current state issues as well. Being aware of the extremity of certain situations going on in the state, helped me better understand the importance of bills when determining which ones I wanted to select for this experiment. It was also important to understand what issues were larger scale issues and which were more local in regards to a representative in order to observe a real pattern as to when their party affiliation may stray in the event that voting a certain way may directly affect their own district.

As I began to gather my data to test my hypothesis in hopes of finding a pattern between party affiliation and Representatives voting behaviors, I first began doing field observations, analyzing data, interactions, committee meetings, debates, and any information I could during my days at the Capitol. Each day the Representatives begin with session, where morning orders are made, Representatives have a chance to make announcements, and finally bills are discussed and voted on. After session ends for the day however, besides the occasional committee meeting, Representatives are free to go back to their offices and virtually do as they please. I began to recognize that a large amount of the free time that these Representatives had however was not spent by themselves, but rather with their staff and with their colleagues. It quickly became evident to me that the discussions that went on between Representatives behind closed doors, had much more influence on their voting behaviors than any amount of policy could.

I was not only an observer however while gaining information to support my theory of effects on voting

behaviors, I was also a participant. As a Legislative Aid to a Representative, I was able to interacting with other Representatives myself, to hear their thoughts and opinions on matters. I also had the opportunity of interacting with constituents from my Representatives district. As I hypothesized, a large amount of influence on voting behaviors of Representatives comes from their constituents. Constant calls, emails, town hall meetings, and office visits with men and women from their district, urging them to vote a certain way, support a certain bill, or just wanting their voices to be heard. For my Representative in particular, the relationship that he shared with his constituents was very important to him while he was in office. Striving to be as transparent as possible with the people of his district while also trying to make sure his votes made his district proud, was very evident through observing conversations and being apart of them as well. I was trained quickly to have responses ready in regards to certain issues or policies that may come up from a constituent, however the most important rule of all was to make sure the constituent felt heard. Whether my Representative agreed or disagreed with the constituent, the relationship that was to be had between them was most important. This was not only the case for my Rep. but many others as well. Because House districts are broken up into such small areas, the interactions between the Rep.'s and the people of the district becomes much more important. The relationship they hold with their constituents can either make or break their political careers and for many, it became clear that re-election was very high up on their list of priorities while in office. Doing whatever it takes to make sure those who voted for them are pleased, in hopes of them voting again.

For the last part of my study, because I chose to really test my theory on a larger scale, I had to gather factual data. I began to read and analyze bills from the Georgia House of Representatives website. I chose fifteen bills to analyze for my research, Table 1 shows each of these bills official House or Senate Bill number. Next, I recorded the bill number, and whether the bill was conservative, liberal, or neither based on the language of the bill and its policies in Table 2. I used 5 bills that showed strong evidence of being more liberal, 5 that were more conservative, and 5 that could be either or the language was somewhat unclear. I believed it was important to include bills that were neither liberal or conservative that the vote may not necessarily matter either way, because it would help show a trend in my data. As well, I believe by looking at the votes on these bills I was better able to determine the affects of outside factors on voting behaviors and whether or not part affiliation always played a role in the voting behaviors of these Representatives. Then, I recorded whether or not I believed the Representative would vote yes or no, based on their

party affiliation and factors that I hypothesized would play a role in their voting behavior. The last column in my chart recorded the actual votes from both Republicans and Democrats for each bill, to compare to how I thought they might vote. I believe that a table chart was the best way to show this trend because it shows the information clearly and simply.

	Bills%hosen
#1	HB%60%
#2	HB%16
#3	HB%23%
#4	HB%90%
#5	HB%74%
#6	HB%97%
#7	HB%81%
#8	SB%2%
#9	SB%7
#10	HB%46%
#11	HB%22%
#12	SB%2%
#13	HB%01%
#14	HB%84%
#15	HB%85%

Table 1

Bills	Conservative or Liberal	How should Rep. vote	How should Dem. vote	Actual Votes
1	Liberal	NO	Yes	146-D-20-R
2	Conservative	Yes	No	72-D-101-R
3	Neither	Yes	Yes	85-D-85-R
4	Liberal	No	Yes	129-D-19-R
5	Neither	Either	No	83-D-82-R
6	Liberal	No	Yes	140-D-28-R
7	Conservative	Yes	Ni	73-D-93-R
8	Neither	Either	Either	46-D-108-R
9	Neither	Yes	Either	71-D-110-R
10	Liberal	No	Yes	125-D-28-R
11	Liberal	No	Yes	84-D-74-R
12	Conservative	Yes	No	61-D-105-R
13	Neither	No	Either	60-D-105-R
14	Conservative	Yes	Ni	69-D-95-R
15	Conservative	Yes	No	71-D-97-R

Table 2

To better understand the data however and to best test my hypothesis, I then used bar graph shown in Table 3,

with bills 1-15 on the Y axis and the number of votes received on the X. In green I recorded the Republican votes for each bill, and the Democrats in Red. I used this method to finally show a clear comparison of Republican to Democratic votes on the same bills and then using Table 1 to refer back to, in order to determine just how often their voting behaviors aligned with their party votes.

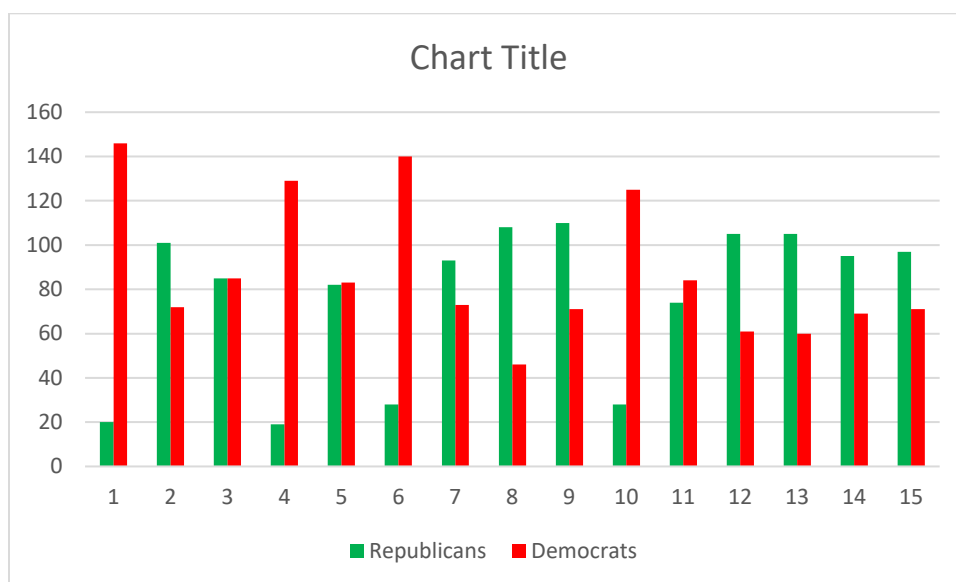


Table 3

Some limitations of my data collection when recording both Democratic and Republican votes was the inability to truly know why a Representative voted the way they did. Just because the language in the bill was more conservative or liberal, did not necessarily mean that was the only factor that came into play when it came to their voting. That is why I believed it was important to discuss all the factors that affect voting behaviors for Representatives because there are many times when these factors come into play despite the party affiliation of the Representative. I believe many factors that influence Representatives and elected officials as a whole are the reason why we continue to see party affiliated voting decreasing in modern politics. The line drawn between Republicans and Democrats and what is liberal and conservative is no longer as clear as it once was. It was important for me to note this limitation in my data and research as I was making a final conclusion relating back to my original question of why Representatives vote the way they do.

Another limitation I felt it was important to consider was my sample size. Although there are 180

Representatives in the state of Georgia to represent the 180 districts in the state, not every vote I chose equaled up to 180 members voting. There are many different reasons that a Representative may not vote on particular day. There are illnesses, excused absences, perhaps the Representative was out of the room at the time of the vote, and there is also the right of the Representative to be excused from a particular vote granted by the Speaker of the House at any given time. Because these factors also come into play when voting, in my sample size, none of the votes, Democrats and Republicans put together equaled up to 180. It was important for me to note and consider this in my research because it limits the ability for my results to be all inclusive and reflect the behaviors of all 180 members.

Using these three graphs, I was able to better analyze a trend between Republican and Democrats in relationship to party line voting. By referring back to Table 2, while also looking at the comparison on Table 3, I was able to see a strong trend suggesting what I, along with many other political scientists and political journalists already believed; that party affiliation does play a role in voting. For the fifteen bills I chose, it appeared that the number of Republican votes increased on the more Conservative bills, and decreased on the ones that were more liberal and vice versa. This part of the observation was to be expected and did not come as a shock when I began recording the data in each table. However, the appearance of bills in my data that were neither conservative OR liberal, was where the two graphs stood apart the most. This is where I was able to analyze the affects of outside factors on Representatives voting behaviors. Although these bills may not have necessarily included language making them more conservative or liberal, by analyzing the language in them, I was able to form a somewhat strong idea of how a Republican or Democrat may vote, based on other party-affiliated factors. The analysis of my data became interesting at this point when I was able to then see whether or not my predictions for each vote were correct. By recording the votes in table 2 and the final data in table 3, I began to see that my predictions were no longer as accurate and I attributed these results to the the sociological, psychological, and constituent-based factors that I previously mentioned. This was an important part of my data to include because without it, I do not believe there was a real pattern to be shown. A large part of my research and data and results could have been based strictly on predictions, but by adding in bills that could go either way, I was better able to get a more concrete idea of the influence these factors have on voting behaviors, to ultimately determine why Representatives vote the way they do.

Through my research, I was surprised to discover the amount of Representatives that did not vote strictly in line with their party-affiliation. Although this was to be expected, it became more evident through my research and observations that outer influences play a much stronger roll in the way Representative's vote than we may be aware of. Sometimes these outer influences and factors were able to cause a Representative to vote completely opposite of what others in their same political party did, and that was the most surprising fact at all. It's somewhat easy for us just to assume that because a Representative's name on a ballot has an R or D next to it that we can predict their voting. However, this couldn't be further from the truth. There is no rule that says Democrats must vote this way and Republicans must vote that way, and yet that is a part about politics that it seems most people don't understand. There are no rules when it comes to voting yes or no, and sometimes outside factors like personal beliefs, ethics, and the desire to do something good for the people of your district, can be more powerful in the game of politics than the policies themselves.

After my observations, I was able to conclude that there is not just one simple answer as to why Representatives vote the way they do. There are many factors that go into play when it comes to voting yes or no on a bill or showing support for it. There is a large part of society that leads us to believe politics should be seen as black or white, that you're either conservative or liberal, Republican or Democrat. Through my research and data analysis however, I was surprised to find that almost no part of politics is this simple or clear. Because there are so many moving factors that play their part when it comes to voting, there is almost no way to generalize a reasoning behind why votes are made the way they are. On any given day a representative may vote yes on a bill that a week later he may vote no on. The simplest of factors, the rewording of language of a bill, can change a no vote to a yes, and vice versa. There is not one true answer to why Representatives vote the way they do except that each vote is carefully made. My research suggests that Representatives use both party affiliation and sociological, psychological, and constituent-based factors when voting on any bill, whether it obviously align with their party or not.

During my time at the Georgia State Capitol and through my observations and research, I was able to observe many different factors that play into the voting behaviors of Representatives and concluded that unlike many political scientists and political journalists have concluded, they (Representatives) continue to stray further away from a set

standard of voting. Many of the results that I found were in line with the results I had predicted prior to my research. I believed that I would be able to find some sort of distinct pattern when it comes to representatives voting behaviors. Although they continue to stray further from party line voting, Representative's votes still fall in a certain line and their party affiliation is still evident through their voting. No longer can votes be predicted simply based off party affiliation and political ideology to determine how a Representative may vote. Simply because a Representative identifies as Republican or Democrat, does not mean their voting may always reflect that.

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THE AGENCY EXPERIENCE (POLS 5100/5110/5120/5130)

(Four semester credit hours)

Description and Purpose

The primary component of the internship is the agency experience itself. This experiential learning component should offer an opportunity for you to observe the agency's organization from an insider's perspective, to interact with agency personnel and clients, and to participate in some of the work of the agency. All of these things may assist you in assessing your career options, while allowing you to compare and contrast academic knowledge about the field of politics with its application in the real world.

In addition, students benefit from their introduction into a network of professionals and practitioners. Therefore, you will want to make every effort to leave a positive impression on your supervisors and others with whom you interact in the agency setting. This impression is important not only to your image, but also to the Department of Political Science itself. The program has developed an excellent reputation over 30+ years, thanks in large part to the quality representation provided by student interns. Our faculty continue to hold very high expectations and aspirations for students and anticipate that each intern will conduct him/herself in a professional manner.

To facilitate meeting these expectations, the following pages include tips and advice about appropriate and inappropriate behaviors. It is important that dress, language, and demeanor be professional and appropriate to the agency setting at all times. If you are ever uncertain or confused about what is appropriate or expected, seek clarification from your agency supervisor and/or your faculty supervisor. Remember, your faculty supervisor will assign the satisfactory or unsatisfactory (S/U) grade on your agency performance based primarily on evaluations that will be submitted by your agency supervisor during the internship.

TIPS FOR A SUCCESSFUL AGENCY EXPERIENCE

Although in most cases you will not be paid for your internship duties, the internship should still be approached as if you are in a paid position in your field. You are there primarily in the role of learner, but part of your function is also to be of assistance to the agency wherever possible. The tips listed below should help you maximize your internship experience.

1. Call the agency the week prior to starting your internship to confirm start date and time, dress code, parking arrangements, etc. If at any time your agency supervisor changes, or you are reassigned to a different person, make sure you notify the internship coordinator.
2. Be on time every day and report to the person or unit to whom you were directed to report. If that individual is not present or available, make your presence known to someone else in the office. Do not plan to leave the office early unless someone in authority has given you permission to do so. Learn and follow all agency policies and procedures.
3. Do not abuse your position in the agency by requesting unnecessary days off, time off to run personal errands, etc. If you are sick or must be late to work, be sure to call and notify the appropriate person in the agency in a timely manner.
4. Do not use the office phones, computers, or other office supplies or facilities for personal (including academic) purposes, unless you have been granted permission to do so. Keep any necessary personal calls you do make infrequent, short, and to the point so as not to hamper the work of the agency.
5. Remember, as part of your work you **may or may not** have access to information that is confidential. Be sure you consult with your agency supervisor to determine what types of information you have legitimate access to, what information is off-limits to you, and procedures for protecting confidentiality.
6. A certain amount of clerical work (typing, filing, answering phones, making copies), comes with any position. It is appropriate for you to occasionally carry out such tasks. It is only when you are asked to do these things far more than others in the agency, to the point that you are not being exposed to the full range of functions of the agency, that you should be concerned and let the internship coordinator know.
7. Try to approach your internship experience **proactively**. Some agencies utilize several interns each semester and it's possible to be overlooked regarding work assignments. Ask questions of agency personnel; ask what you can do to be useful if you have time on your hands. Also, request certain experiences if you think they are within your capabilities and would enhance your learning experience.
8. Remember that you are not a regular employee. Some tasks and activities, particularly those that are dangerous or require considerable expertise, will be beyond the scope of an intern's capabilities. Generally, agency personnel are aware of this and will inform you accordingly. However, if you feel that you are being asked to do something you believe is beyond your

capabilities, or is putting you at inappropriate risk, please let your faculty supervisor or the intern coordinator know as soon as possible.

APPENDIX A RESPONSIBILITIES OF THE FACULTY SUPERVISOR

The faculty supervisor assumes general responsibility for the supervision of students during their internship. Her or his responsibilities begin after the student has secured an internship placement. The duties of the faculty supervisor include:

1. Assisting students in preparing for the internship.

Once an internship acceptance has been secured, the student is assigned to a faculty supervisor. Students are encouraged to arrange an informal meeting with the faculty supervisor to discuss mutual expectations of the internship, particularly if the student has not previously enrolled in a class with that faculty member. The faculty supervisor is prepared to provide guidance to the student regarding significant facets of the internship. These include the use of agency personnel as a resource during the internship, strategies for integrating individual interests with those of the agency, and suggestions for materials the student may wish to read prior to actually beginning the internship.

2. Outlining evaluative criteria for internship essays and the research paper.

The faculty supervisor is responsible for evaluating and grading all academic work completed during the internship. While there are minimum standards expected for all essays and research papers, the faculty supervisor should also explain any additional relevant criteria as well as the process to be used for providing evaluative feedback on academic work.

3. Monitoring student activities during the internship.

Through written and verbal communications with both the student and the agency supervisor, the faculty supervisor plays an important role in helping the student make the most of his/her internship experience as well as in assisting the agency in the goal of providing the student with a meaningful internship. It is the responsibility of the faculty supervisor, therefore, to be available to both the student and agency representatives in addressing problems related to student conduct and performance during the internship.

4. Submitting final grades for the internship.

The faculty supervisor will submit grades (A-F) for the analytical essays and the research paper. The faculty supervisor will submit a grade (S/U) for the agency performance course based on the agency supervisor's evaluation of the student's performance of duties within the agency.

In sum, the faculty supervisor is the representative of the Department of Political Science to the student and to the sponsoring agency during the course of the internship. All questions related to expectations regarding student performance should be directed to the faculty supervisor first, and subsequently to your academic advisor if necessary. Students are expected to stay in regular communication with the faculty supervisor over the course of their internship semester.